

**Houghton Mifflin Harcourt**  
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correlated to the

**Common Core State Standards Initiative for English Language Arts (2010)**  
**Grade 2**

Standard	Descriptor	Citations
<b>Reading: Literature</b>		
	<b>Key Ideas and details</b>	
<b>RL.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Students respond to literature-related questions throughout the HMH <i>Trophies</i> program. Representative pages: SE 2.1: 93, 116, 144 TE 2.1: 82P, 88–89, 99C, 104–105, 106–107, 114–115, 138–139
<b>RL.2.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	SE 2.1: 166 TE 2.1: 166–167
<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges.	SE 2.1: 142–143, 158–166, 215–216, 241–242, 270–274, 414–417 SE 2.2: 55–57, 106–110, 162–167, 375–377 TE 2.1: 142–143, 158–159, 160–161, 162–163, 164–165, 166–167, 214–215, 216–217, 240–241, 242–243, 270–271, 272–273, 274–275, 414–415, 416–417 TE 2.2: 54–55, 56–57, 106–107, 108–109, 110–111, 162–163, 164–165, 166–167, 375–376, 377–378

Standard	Descriptor	Citations
	<b>Craft and Structure</b>	
<b>RL.2.4</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	TE 2.2: 176M, 195C, 197A, 199G, 199Q
<b>RL.2.5</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	TE 2.1: 95A, 101C, 117A, 195C, 219A, 285C, 305A, 367C, 376–377, 380–381, 389A TE 2.2: 40T, 66T, 122T, 152T, 200T, 228T, 229A, 229C, 250T, 251A, 251C, 271A, 337C, 357A
<b>RL.2.6</b>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	N/A
	<b>Integration of Knowledge and Ideas</b>	
<b>RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	TE 2.1: 24–25, 36–37, 42–43, 60–61, 70–71, 72–73, 86–87, 104–105, 106–107, 110–111, 112–113, 114–115, 128–129, 136–137, 138–139, 142–143, 144–145, 198–199, 200–201, 204–205, 206–207, 208–209, 212–213, 214–215, 232–233, 260–261, 262–263, 270–271, 288–289, 290–291, 294–295, 372–373, 374–375, 378–379, 386–387, 398–399, 402–403, 406–407, 410–411, 412–413 TE 2.2: 18–19, 26–27, 28–29, 48–49, 50–51, 52–53, 56–57, 76–77, 78–79, 86–87, 102–103, 106–107, 110–111, 112–113, 132–133, 142–143, 156–157, 160–161, 180–181, 184–185, 190–191, 204–205, 206–207, 208–209, 216–217, 218–219, 238–239, 256–257, 266–267, 286–287, 288–289, 290–291, 292–293, 368–369, 374–375, 376–377, 388–389, 390–391, 400–401
<b>RL.2.8</b>	(Not applicable to literature)	

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<b>RL.2.9</b>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	TE 2.1: 167E, 167F
	<b>Range of reading and Level of text Complexity</b>	
<b>RL.2.10</b>	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE 2.1: 16–47, 84–95, 102–116, 126–143, 154–166, 196–217, 228–245, 256–274, 286–304, 368–387, 396–419 SE 2.2: 16–31, 42–57, 68–88, 98–112, 154–168, 178–192, 202–220, 252–270, 282–298, 366–378

Standard	Descriptor	Citations
<b>Reading: Informational Text</b>		
	<b>Key Ideas and details</b>	
<b>RI.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Students respond to questions related to informational text throughout the HMH <i>Trophies</i> program. Representative pages: SE 2.1: 76, 186 SE 2.2: 331, 402 TE 2.1: 60–61, 72–73, 176–177 TE 2.2: 326–327, 392–393
<b>RI.2.2</b>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	TE 2.1: 178–179, 348–349, 354–355 TE 2.2: 240–241
<b>RI.2.3</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	SE 2.1: 332–333 TE 2.1: 332–333
	<b>Craft and Structure</b>	
<b>RI.2.4</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	TE 2.1: 172U, 284U, 366U TE 2.2: 14U, 40U, 280U, 306U
<b>RI.2.5</b>	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	SE 2.1: 316–317, 325, 327, 328–329 SE 2.2: 310–331 TE 2.1: 53A, 53B, 81E, 81F, 99E, 99F, 316–317, 324–325, 326–327, 328–329, 331A TE 2.2: 310–311, 312–313, 314–315, 316–317, 318–319, 320–321, 322–323, 324–325, 326–327, 328–329, 330–331, 346–347, 354–355
<b>RI.2.6</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	SE 2.2: 244 TE 2.1: 77A TE 2.2: 240–241, 244–245, 337A, 357A, 398–399

Standard	Descriptor	Citations
	<b>Integration of Knowledge and Ideas</b>	
<b>RI.2.7</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	SE 2.1: 76, 174, 186, 330, 336–337 SE 2.2: 331, 360 TE 2.1: 60–61, 76–77, 173C, 174–175, 176–177, 186–187, 313A, 330–331, 335I, 336–337, 339C TE 2.2: 312–313, 314–315, 318–319, 320–321, 324–325, 330–331, 360–361
<b>RI.2.8</b>	Describe how reasons support specific points the author makes in a text.	SE 2.1: 350, 355
<b>RI.2.9</b>	Compare and contrast the most important points presented by two texts on the same topic.	SE 2.1: 50, 190, 334 SE 2.2: 92, 246, 360 TE 2.1: 50–51, 190–191, 334–335 TE 2.2: 92–93, 246–247, 360–361
	<b>Range of reading and Level of text</b>	
<b>RI.2.10</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE 2.1: 48–49, 56–76, 174–187, 220–221, 248, 332–333, 340–359, 360–361 SE 2.2: 90–91, 114–117, 124–144, 170–171, 230–244, 272–273, 308–331, 338–355, 358–359, 386–402

Standard	Descriptor	Citations
<b>Reading Standards: Foundational Skills</b>		
	<b>Phonics and Word recognition</b>	
<b>RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>RF.2.3a</b>	Distinguish long and short vowels when reading regularly spelled one-syllable words.	TE 2.1: 14I, 124I
<b>RF.2.3b</b>	Know spelling-sound correspondences for additional common vowel teams.	TE 2.1: 338I, 338J, 338K, 338Q, 338R, 359F, 359G, 363E, 363F TE 2.2: 14Q, 14R, 33G, 33H, 40I–40K, 40Q, 40R, 59G, 59H, 63E, 64–65, 102–103, 175G, 175H, 200I–200K, 200Q, 200R, 221F, 221G, 227G, 227H, 249I, 249J, 336Q, 336R, 357F, 357G, 361E, 362–363, 364I–364K, 364Q, 364R, 379G, 379H, 409G, 409H
<b>RF.2.3c</b>	Decode regularly spelled two-syllable words with long vowels.	TE 2.1: 14I–14K, 14Q, 14R, 47F, 47G, 54I–54K, 54Q, 54R, 77F, 77G, 79E, 80–81, 81K, 81L, 99K, 99L, 124I–124K, 124Q, 124R, 145F, 145G, 171G, 171H
<b>RF.2.3d</b>	Decode words with common prefixes and suffixes.	TE 2.2: 122I–122K, 122Q, 122R, 145G, 145H, 147E, 148–149, 152I–152K, 152Q, 152R, 169F, 169G, 250I–250K, 250Q, 250R, 271F, 271G, 277G, 277H, 305I, 305J, 363K, 363L, 384I–384K, 384Q, 384R, 403G, 403H
<b>RF.2.3e</b>	Identify words with inconsistent but common spelling-sound correspondences.	TE 2.2: 200I–200K, 336I–336K, 338I–338K, 364I–364K, 409G, 409H
<b>RF.2.3f</b>	Recognize and read grade-appropriate irregularly spelled words.	TE 2.2: 200I–200K, 336I–336K, 338I–338K, 364I–364K, 409G, 409H

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	<b>Fluency</b>	
<b>RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension.	
<b>RF.2.4a</b>	Read on-level text with purpose and understanding.	TE 2.1: 47J, 53K, 77K, 81O, 95J, 117J, 123I, 145J, 149I, 167K, 171K, 187K, 187L, 193K, 219J, 219K, 225O, 247J, 247K, 253K, 275J, 275K, 281O, 305J, 305K, 331K, 331L, 337K, 359J, 359K, 365K, 389K, 393I, 421K, 425O TE 2.2: 33K, 39K, 65O, 113J, 121K, 145K, 149M, 169J, 175K, 195K, 199O, 221J, 227K, 245J, 249M, 271J, 277K, 301J, 305M, 335K, 357J, 363O, 379K, 383K, 403K
<b>RF.2.4b</b>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	TE 2.1: 47J, 53K, 81O, 117K, 123I, 145J, 149I, 167K, 171K, 187K, 187L, 193K, 219J, 219K, 225O, 247J, 247K, 253K, 275J, 275K, 281O, 305J, 305K, 331L, 337K, 359J, 365K, 389K, 421K, 425O TE 2.2: 33K, 39K, 65O, 113J, 121K, 145K, 149M, 169J, 175K, 195K, 199O, 221J, 227K, 245J, 249M, 271J, 277K, 301J, 305M, 335K, 357J, 363O, 379K, 383K, 403K
<b>RF.2.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TE 2.1: 47J, 53K, 77K, 81O, 95J, 117J, 123I, 145J, 149I, 167K, 171K, 187K, 187L, 193K, 219J, 219K, 225O, 247J, 247K, 253K, 275J, 275K, 281O, 305J, 305K, 331K, 331L, 337K, 359J, 359K, 365K, 389K, 393I, 421K, 425O TE 2.2: 33K, 39K, 65O, 113J, 121K, 145K, 149M, 169J, 175K, 195K, 199O, 221J, 227K, 245J, 249M, 271J, 277K, 301J, 305M, 335K, 357J, 363O, 379K, 383K, 403K

Standard	Descriptor	Citations
<b>Writing Standards</b>		
	<b>Text Types and Purposes</b>	
<b>W.2.1</b>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	TE 2.1: 425G
<b>W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	SE 2.1: 168, 222, 278, 308, 422 TE 2.1: 50–51, 167B, 168–169, 220–221, 222–223, 275B, 278–279, 279A, 308–309, 394M, 422–423 TE 2.2: 33B, 66M, 89C, 93A, 95C, 95M, 195A, 228M, 245B, 247A, 249E, 249O, 271B, 336M, 357B, 361A, 363G, 364M, 366M, 379C, 381A, 383C, 383M, 389C, 391A, 393A, 393K, 394M, 403B, 409A
<b>W.2.3</b>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	SE 2.1: 190 TE 2.1: 149K, 172M, 190–191, 193C, 193M, 226M, 247B, 251A, 253C, 253M TE 2.2: 14M, 33C, 37A, 39C, 39M, 228M, 245B, 249E, 249O, 280M, 301B, 303A, 305E, 305O, 363H, 379B
	<b>Production and Distribution of Writing</b>	
<b>W.2.4</b>	(Begins in grade 3)	
<b>W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	TE 2.1: 53M, 81Q, 99G, 123A, 171M, 193M, 225G, 253C, 311Q, 337C, 365C, 393A TE 2.2: 39M, 65O, 121C, 199Q, 249E, 305O, 335Q, 363G, 383C



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<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
<b>W.2.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	TE 2.1: 99Q, 123K, 225Q, 253M, 365M, 393K TE 2.2: 95M, 121M, 227M, 249O, 363Q, 383M
	<b>Research to Build and Present Knowledge</b>	
<b>W.2.7</b>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	TE 2.1: 338M, 359B, 363A, 365C, 365M
<b>W.2.8</b>	Recall information from experiences or gather information from provided sources to answer a question.	TE 2.1: 338M, 359B, 363A, 365C, 365M
<b>W.2.9</b>	(Begins in grade 4)	
	<b>Range of Writing</b>	
<b>W.2.10</b>	(Begins in grade 3)	

Standard	Descriptor	Citations
<b>Speaking and Listening Standards</b>		
	<b>Comprehension and Collaboration</b>	
<b>SL.2.1</b>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
<b>SL.2.1a</b>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	TE 2.1: 53N, 81H, 99R, 123L, 149L, 171N, 193N, 225R, 253N, 281R, 311R, 337N, 365N, 393L, 425R TE 2.2: 39N, 95N, 121N, 149P, 175D, 199R, 227N, 249P, 277D, 335N, 363R, 383N, 409N
<b>SL.2.1b</b>	Build on others' talk in conversations by linking their comments to the remarks of others.	N/A
<b>SL.2.1c</b>	Ask for clarification and further explanation as needed about the topics and texts under discussion.	TE 2.1: 81H, 337N, 365N, 425R TE 2.2: 383N
<b>SL.2.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	TE 2.1: 81H, 253N, 281R, 311R TE 2.2: 409N
<b>SL.2.3</b>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	TE 2.1: 81H, 149L, 253N, 281R, 337N, 365N, 425R TE 2.2: 383N
	<b>Presentation of Knowledge and Ideas</b>	
<b>SL.2.4</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	TE 2.1: 191B, 226N TE 2.2: 152N, 361B, 363H

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<b>SL.2.5</b>	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	TE 2.1: 123L TE 2.2: 363R
<b>SL.2.6</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)	TE 2.1: 81H, 149L, 253N, 281R, 337N, 365N, 425R TE 2.2: 383N

Standard	Descriptor	Citations
<b>Language Standards</b>		
	<b>Conventions of Standard English</b>	
<b>L.2.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>L.2.1a</b>	Use collective nouns (e.g., group).	N/A
<b>L.2.1b</b>	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	TE 2.1: 194N, 219C, 223B, 225H, 225R
<b>L.2.1c</b>	Use reflexive pronouns (e.g., myself, ourselves).	N/A
<b>L.2.1d</b>	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	TE 2.2: 228N, 245C, 247B, 249F, 249P, 250N, 271C, 275B, 277D, 277N, 280N, 301C, 303B, 305F, 305P, 306N, 335D, 335N, 336N, 357C, 361B, 363H, 363R
<b>L.2.1e</b>	Use adjectives and adverbs, and choose between them depending on what is to be modified.	TE 2.2: 40N, 59D, 63B, 65H, 65R, 66N, 89D, 93B, 95D, 95N
<b>L.2.1f</b>	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	TE 2.1: 14N, 47C, 51B, 53D, 53N TE 2.2: 228M
<b>L.2.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>L.2.2a</b>	Capitalize holidays, product names, and geographic names.	TE 2.1: 254N, 275C, 279B, 281H, 281R, 338N, 359C, 363B, 365D, 365N
<b>L.2.2b</b>	Use commas in greetings and closings of letters.	TE 2.1: 100M, 117B, 121A, 123A, 123K, 146–147, 250–251, 389D, 390–391 TE 2.2: 40M, 59B, 59C, 63A, 65E, 65O, 66M, 89B, 196–197, 360–361, 380–381

Standard	Descriptor	Citations
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	TE 2.1: 394N, 421D, 423B, 425B, 425R TE 2.2: 384N, 403D, 407B, 409D, 409N
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	TE 2.1: 47H, 77I, 95H, 117H, 145H, 167I, 187I, 219H, 247H, 275H, 305H, 331I, 359H, 389I, 421I TE 2.2: 33I, 59I, 89I, 113H, 145I, 169H, 195I, 221H, 245H, 271H, 301H, 331H, 357H, 379I, 403I
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TE 2.1: 123A, 225G
<b>Knowledge of Language</b>		
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.2.3a	Compare formal and informal uses of English.	N/A
<b>Vocabulary Acquisition and Use</b>		
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	TE 2.2: 153B, 160–161, 234–235, 264–265, 337B, 350–351
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	TE 2.2: 152J, 152K, 363K, 384I, 384J
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	TE 2.1: 121E, 121F, 191E, 191F TE 2.2: 37E, 37F, R24

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<b>L.2.4d</b>	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	TE 2.1: 147E, 147F TE 2.2: 93E, 93F, 119E, 119F
<b>L.2.4e</b>	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	TE 2.1: 81E, 81F, 99E, 99F TE 2.2: 307A
<b>L.2.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.	
<b>L.2.5a</b>	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	TE 2.1: 51H, 335H
<b>L.2.5b</b>	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	TE 2.1: 99N TE 2.2: 227J, 363N
<b>L.2.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	SE 2.2: 148–149 TE 2.2: 40N, 59D, 63B, 65H, 65R, 66N, 89D, 93B, 95D, 95N, 122I–122K, 122Q, 122R, 145G, 145H, 147E, 148–149, 149L, 305I, 305J